



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**UPPER PRIMARY CURRICULUM DESIGN**

**SOCIAL STUDIES**

**GRADE 6**

**FOR LEARNERS WITH VISUAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First Published in 2021

Revised 2024

All rights reserved. No part of this document may be reproduced, stored in a retrieval system or transcribed in any form or by any means; electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN: 978-9914-724-91-2**

Published and Printed by Kenya Institute of Curriculum Development

## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade six curriculum designs for learners with Visual Impairments build on competencies attained by learners at Grade 5. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

**HON. EZEKIEL OMBAKI MACHOGU, CBS  
CABINET SECRETARY,  
MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure.

The reviewed Grade six curriculum furthers implementation of the CBC from Grade 5. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade six curriculum designs for learners with Visual Impairments are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade six and prepare them for smooth transition to Junior school. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

**DR. BELIO KIPSANG', CBS  
PRINCIPAL SECRETARY  
STATE DEPARTMENT FOR BASIC EDUCATION  
MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade six curriculum designs for learners with visual impairments were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade six curriculum designs for learners with visual impairments. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade six and preparation of learners with visual impairments for transition to Junior school.

**PROF. CHARLES O. ONG'ONDO, PhD, MBS**  
**DIRECTOR/CHIEF EXECUTIVE OFFICER**  
**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

## Table of Contents

FOREWORD .....	iii
PREFACE.....	v
ACKNOWLEDGEMENT .....	vi
NATIONAL GOALS OF EDUCATION .....	ix
LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION .....	xii
ESSENCE STATEMENT FOR SOCIAL STUDIES.....	xiii
SUMMARY OF STRANDS AND SUB STRANDS .....	xv
STRAND: 1.0 NATURAL AND THE BUILT ENVIRONMENTS.....	1
STRAND: 2.0 PEOPLE, POPULATION AND SOCIAL ORGANISATIONS .....	18
STRAND: 3.0 RESOURCES AND ECONOMIC ACTIVITIES IN EASTERN AFRICA.....	31
STRAND: 4.0 POLITICAL SYSTEMS.....	49
5.0 GOVERNANCE.....	64



## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner to acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### **3. Promote individual development and self-fulfillment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

#### **4 Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

#### **5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

#### **6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

#### **7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

#### **8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

### LESSON ALLOCATION FOR UPPER PRIMARY (GRADES 4, 5 & 6)

S/ No.	Learning Area	No. of Lessons
1.	English for Learners with Visual Impairment	5
2.	Kiswahili for Learners with Visual Impairment	4
3.	Mathematics for Learners with Visual Impairment	5
4.	Religious Education	3
5.	Science & Technology for Learners with Visual Impairment	4
6.	Agriculture & Nutrition for Learners with Visual Impairment	4
7.	Social Studies for Learners with Visual Impairment	3
8.	Creative Arts for Learners with Visual Impairment	6
9.	Pastoral/ Religious Instruction Programme	1
	<b>Total</b>	<b>35</b>

## **LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION**

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Demonstrate social skills, moral and religious values for positive contribution to society.
- d) Develop one's interests and talents for personal fulfilment.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living.

## **ESSENCE STATEMENT FOR SOCIAL STUDIES**

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a democratic society. The course aims at preparing the learner for national and global citizenship, lifelong learning and active participation in governance processes as well as environmental stewardship. Social Studies seeks to inculcate in the learner a deeper understanding of the value system that defines our society. It nurtures dispositions to demonstrate concern for self and others through collective responsibility as good citizens. Social Studies is an integrated study of the Social Sciences and Humanities. The content is mainly derived from the Social Sciences such as History, Geography, Citizenship Education and Sociology. Selected concepts from other disciplines such as Agriculture, Science and Psychology are also incorporated.

The Social Studies Pedagogy is essentially inquiry based. The pedagogy encourages the learner to ask critical questions, carry out investigations and make conclusions on different topics. Consequently, the teacher should use authentic age-appropriate learning activities and varied learning resources to promote interactive learning. This will make Social Studies meaningful, purposeful, stimulating and enjoyable to the learner.

Further, this design has been adapted to ensure that learners with blindness or low vision learn effectively. The adaptations include suggestions for provision of verbal descriptions on aspects that require use of sight, use of digital devices with assistive technology, tactile maps and diagrams, print with appropriate contrast, font size and font types, hands on demonstrations, purposeful pairing and adapted learning resources. Social. The design has also incorporated alternative learning outcomes and activities in areas that pose challenges to learners with visual impairments such as topographical map reading and photograph

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of Primary Education, the learner should be able to:

- a) understand, use and manage the immediate environment for individual and national development,
- b) recognise and understand the need for, and importance of interdependence of people and nations,
- c) acquire competencies to analyse population issues to improve quality of life,
- d) understand and respect own and other people's culture for sustainable social interactions,
- e) respect and appreciate human diversity to promote social cohesion and integration,
- f) understand and appreciate human rights and civic responsibility for attainment of social justice,
- g) apply acquired competencies in solving environmental challenges for sustainable development,
- h) acquire knowledge of and show appreciation for the historical background of our communities for personal identity,
- i) understand the system of governance in Kenya and
- j) be willing to participate in its processes.

## SUMMARY OF STRANDS AND SUB STRANDS

	<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested number of Lessons</b>
<b>1.0</b>	<b>Natural and the Built Environments</b>	Position and Size of Countries in Eastern Africa	<b>(3 lessons)</b>
		Main physical features in Eastern Africa	(4 lessons)
		Climatic regions in Eastern Africa	(5 lessons)
		Vegetation in Eastern Africa	(4 lessons)
		Historic Built Environments	(4 lessons)
<b>2.0</b>	<b>People and Social Organisation</b>	Language groups in Eastern Africa	(5 lessons)
		Population distribution in Eastern Africa	(3 lessons)
		Culture and Social organisation	(4 lessons)
		School and Community	(3 lessons)
<b>3.0</b>	<b>Resources and Economic Activities in Eastern Africa</b>	Beef Farming	(4 lessons)
		Fishing in Eastern Africa	(5 lessons)
		Wildlife and Tourism in Eastern Africa	(5 lessons)
		Transport in Eastern Africa	(4 lessons)
		Communication in Eastern Africa	(4 lessons)
		Mining in Eastern Africa	(5 lessons)
<b>4.0</b>	<b>Political Systems</b>	Traditional forms of Government	(5 lessons)
		Regional co-operations	(4 lessons)
		Citizenship	(4 lessons)
		Human Rights	(4 lessons)
<b>5.0</b>	<b>Governance</b>	Peace and Conflict Resolution	(4lessons)
		Government Revenue and Expenditure	(4 lessons)

		The Preamble of the Constitution of Kenya.	(3 lessons)
--	--	--	-------------



**STRAND: 1.0 NATURAL AND THE BUILT ENVIRONMENTS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p><b>1.0 Natural and the Built Environments.</b></p>	<p><b>1.1 Position and Size of Countries in Eastern Africa</b></p> <p>(3 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify the countries of Eastern Africa on a map, describe the position and size of countries in Eastern Africa,</p> <p>b) use latitudes and longitudes to locate places on a map,</p> <p>c) appreciate the unity of Eastern African countries.</p>	<ul style="list-style-type: none"> <li>• A learner with low vision points on a map of Eastern Africa to identify countries while a learner with blindness manipulates a tactile map of Eastern Africa to identify countries of Eastern Africa.</li> <li>• In groups, learners brainstorm on countries in Eastern Africa and share in class.</li> <li>• A learner with low vision uses an atlas to locate the position of countries in Eastern Africa, a learner with blindness explores a tactile map to locate the position of countries in Eastern Africa.</li> <li>• A learner uses digital devices with assistive technology or relevant appropriate print or braille resources to establish the sizes in square kilometers of countries in Eastern Africa.</li> <li>• A learner with low vision draws, colours appropriately and displays while a learner with blindness explore and interprets a tactile map to describe</li> </ul>	<p>1. How do we describe the position of countries in Eastern Africa?</p> <p>2. How do we locate places on a map?</p>

			<p>position and sizes of countries of Eastern Africa.</p> <ul style="list-style-type: none"> <li>• In groups, learners play games on position and sizes of countries in Eastern Africa.</li> <li>• In groups, learners brainstorm on the difference between latitudes and longitudes.</li> <li>• With peers, learners identify latitudes and longitudes of Eastern Africa using appropriate media, a learner with blindness is provided with embossed lines of latitudes and longitudes to manipulate and use to locate countries in Eastern Africa.</li> <li>• Learners play games on position and sizes of countries in Eastern Africa.</li> <li>• In groups, learners brainstorm on the difference between latitudes and longitudes.</li> <li>• With peers, learners identify latitudes and longitudes of Eastern Africa using appropriate media, a learner with blindness is provided with embossed lines of latitudes and longitudes to manipulate and use to locate countries in Eastern Africa.</li> </ul>	
--	--	--	---	--

			<ul style="list-style-type: none"> <li>Learners sing the East African Community Anthem.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Creativity and imagination: A learner networking skill is developed as they use the internet and ICT tools with assistive technology to play games on latitudes and longitudes and on sizes and positions of countries of Eastern Africa.</li> <li>Communication and collaboration: A learner develop reading, writing, speaking, listening and teamwork skills when brainstorming together with peers on the difference between latitudes and longitudes.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Patriotism: A learner realizes their sense of identity as they sing the East African Community Anthem.</li> <li>Respect: A learner appreciates diverse opinions as they brainstorm in groups on the difference between latitudes and longitudes.</li> </ul>				
<p><b>Pertinent and contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>Critical Thinking skills: A Learner build their critical thinking skills as they brainstorm in groups on the difference between latitudes and longitudes.</li> <li>Citizenship: A learner demonstrates patriotism as they sing the East African Community Anthem.</li> </ul>				
<p><b>Link to other learning areas:</b></p> <ul style="list-style-type: none"> <li>Learners use Science and Technology knowledge when working with digital devices to locate positions of countries in Eastern Africa based on their latitudes and longitudes.</li> <li>Learners apply Creative Arts skills to draw latitudes and longitudes on a sketch map of Eastern,</li> </ul>				
<p><b>Suggested Learning Resources:</b></p>				

Maps of Eastern Africa, tactile maps of Eastern Africa, recorded computer games on latitudes and longitudes, digital devices with assistive technology, approved appropriate print or braille Social Studies textbooks.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>1.0 Natural and the Built Environments</b>	<b>1.2Main physical features in Eastern Africa</b>  (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the main physical features in Eastern Africa on a map, b) describe the formation of the main physical	<ul style="list-style-type: none"> <li>● A learner with low vision watches an audio-visual clip on the main physical features in Eastern Africa while a learner with blindness listens to an audio-visual clip on the main physical features in Eastern Africa.</li> <li>● In groups, learners brainstorm on the main physical features in Eastern Africa.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we conserve physical features that are found in our locality?</li> <li>2. Why are physical features important?</li> </ol>

		<p>features of Eastern Africa,</p> <p>c) draw a map of Eastern Africa and label the main physical features (for learners with low vision),</p> <p>d) describe location of the main physical features in Eastern Africa (for learners with blindness),</p> <p>e) value the physical features within the locality.</p>	<ul style="list-style-type: none"> <li>● In groups learners discuss and identify the main physical features in Eastern Africa such as Mountains (Volcanic and block) Rift Valleys, Lakes, Plains.</li> <li>● Learners with low vision use digital devices with assistive technology to watch the formation of the main physical features in Eastern Africa. Learners with blindness use digital devices with assistive technology such as audio-visual clips to listen to the formation of the main physical features in Eastern Africa.</li> <li>● Learner with low vision uses an atlas map to locate the main physical features in Eastern Africa, while a learner with blindness explores and manipulates a tactile map to locate the main physical features in Eastern Africa.</li> <li>● In groups, learners discuss and present ways of conserving the physical</li> </ul>	
--	--	--	---	--

			<p>features within the locality to promote environmental education.</p> <ul style="list-style-type: none"> <li>● A learner with low vision draws a map of Eastern Africa, indicate the main physical features, and displays them in class, while a learner with blindness is provided with a tactile map indicating the main physical features to explore and write down the features.</li> <li>● In groups, learners visit a local site to explore and identify the physical features within the locality. A learner with blindness is guided by a sighted peer to ensure safety and security.</li> </ul>	
--	--	--	--	--

**Core Competencies to be developed:**

- Learning to learn: A learner acquires the skill of organizing own learning and works collaboratively with others when brainstorming on the main physical features in Eastern Africa.
- Digital Literacy: A learner develops digital skills as they use digital devices with assistive technology to watch or listen to information on the formation of the main physical features in Eastern Africa.

**Values:**

- Unity: A learner displays team spirit in the discussions and identifies the main physical features in Eastern Africa.
- Integrity: A learner displays discipline as they use digital devices with assistive technology to get information on the formation of the main physical features in Eastern Africa.

**Pertinent and contemporary Issues (PCIs):**

- Environmental Education: learners discuss ways of conserving the physical features within the locality to promote environmental education.
- Cooperation and Unity: Task oriented grouping as learners discuss in groups and identify the main physical features in Eastern Africa.

**Links to other Learning Areas:**

- Learners use Creative Arts knowledge as they draw or model a map of Eastern Africa, locate the main physical features, and display in class.
- Learners use English, Kiswahili and Kenyan sign language skills as they brainstorm, in pairs the main physical features in Eastern Africa.

**Suggested Learning Resources:**

Maps of Eastern Africa, tactile maps of Eastern Africa, audio-visual clips on formation of the main physical features in Eastern Africa, recorded computer games on latitudes and longitudes, digital devices with assistive technology and approved appropriate print or braille Social Studies textbooks.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Natural and the Built Environments</b>	<b>1.3 Climatic regions in Eastern Africa</b>  (5 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the main climatic regions in Eastern Africa on a map, b) describe characteristics of the main climatic regions in Eastern Africa, c) explain ways in which climate influences human activities in Eastern Africa, d) acknowledge the main climatic regions in Eastern Africa.	<ul style="list-style-type: none"> <li>● With peers, learners brainstorm on the climatic regions in Eastern Africa and present to the rest of the class.</li> <li>● Learners discuss the characteristics of climatic regions in Eastern Africa, and do class presentations.</li> <li>● In groups, learners compose and recite poems that address effects of climatic change on human activities.</li> <li>● Learners are guided to model a map of Eastern Africa showing the main climatic regions,</li> </ul>	1.How does climate influence our day-to-day activities?  2.Why are there different climatic regions in Eastern Africa?



			<ul style="list-style-type: none"> <li>● Learners with low vision draw a map showing the main climatic regions of Eastern Africa, while learners with blindness are provided with a tactile map with main climatic regions of Eastern Africa alongside verbal description to explore and identify the main climatic regions of Eastern Africa.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: Learners observe safety precautions and practices as they use digital devices/print resources to draw the main climatic regions of Eastern Africa.</li> <li>● Communication and Collaboration: Learners recognise the value of others’ ideas as they discuss, in groups, the characteristics of climatic regions in Eastern Africa.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Disaster Risk Reduction: Learners are equipped with knowledge on disaster risk reduction as they compose poems that address effects of climatic change on human activities.</li> <li>● Decision making: Learners are able to make choices as they use digital/print media to find out how climate influences human activities.</li> </ul>				

**Values:**

Social justice: Learners accord equal opportunities in sharing responsibilities as they compose poems that address effects of climatic change on human activities.

**Love:** Learners portray a caring attitude as they use digital devices to find out how climate influences human activities.

**Links to other Learning areas:**

- Learners use English, Kiswahili and KSL skills as they recite poems on the importance of historic built environments.
- Learners apply Creative Arts skills to model a map of Eastern Africa showing the main climatic regions climatic regions.

**Suggested Learning Resources:**

Maps of Eastern Africa, tactile maps of Eastern Africa, audio-visual clips on formation of the main physical features in Eastern Africa, recorded computer games on latitudes and longitudes, digital devices with assistive technology and approved appropriate print or braille Social Studies textbooks.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Natural and the Built Environments</b>	<b>1.4 Vegetation in Eastern Africa</b>  (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the main types of vegetation in Eastern Africa on a map, b) draw map of Eastern Africa and label the main types of vegetation (for learners with low vision), c) describe the main types of vegetation in Eastern Africa (for learners with blindness),	<ul style="list-style-type: none"> <li>● Learners brainstorm on the main types of vegetation in Eastern Africa, and share in class,</li> <li>● Learner with low vision draws a map of Eastern Africa indicating the main types of vegetation in Eastern Africa and displays them in class, while a learner with blindness explores a tactile map of Eastern Africa with main types of vegetation to identify and describe them.</li> <li>● In groups, learners discuss the characteristics of the main types of vegetation in Eastern Africa.</li> <li>● In groups, learners identify general features in their locality and carry</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we conserve vegetation in our environment?</li> <li>2. Why is it important to conserve vegetation in the environment?</li> </ol>

		<p>d) describe the characteristics of the main types of vegetation in Eastern Africa,</p> <p>e) explain ways of conserving vegetation in the environment, value vegetation found at home and school.</p>	<p>out activities on conservation of vegetation within the locality.</p>	
--	--	--	--	--

**Core Competencies to be developed:**

- Critical thinking and problem solving: A learner develops active listening and communication skills when brainstorming on the main types of vegetation carries out activities on conservation of vegetation within the locality.
- Self-Efficacy: A learner identifies general features and ways on how to conserve vegetation within the locality.

**Link to Pertinent and contemporary issues (PICs):**

- Environmental education: A learner practices environmental awareness and conservation of vegetation within the school compound.
- Patriotism: A learner serves the community by carrying out activities on conservation of vegetation in the locality.

**Values:**

- Responsibility: A learner shows determination in planting and caring for vegetation in the school compound.

- Peace: A learner respects self and others in group discussions on the characteristics of the main types of vegetation in Eastern Africa.

**Links to other Learning areas:**

- Learners apply Integrated Science knowledge and skills to plant and care for vegetation at school.
- Learners use Creative Arts skills to draw or model and display in class a map indicating the main types of vegetation in Eastern Africa.

**Suggested Learning Resources:**

Vegetation within the school compound, digital devices with assistive technology, maps and Tactile Maps of main vegetation types in Eastern Africa and approved appropriate print or braille Social Studies textbooks.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>1.0 Natural and the Built Environments</b>	<b>1.5 Historic Built Environments</b>  (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify the main historic built environments in Eastern Africa on a map, b) describe the importance of the main historic built environments in Eastern Africa, c) demonstrate ways of conserving historic built environments in Eastern Africa, d) value historic built environments in Eastern Africa within the locality.	<ul style="list-style-type: none"> <li>● In groups, learners interact with digital devices with assistive technology or relevant appropriate print or braille resources to identify the historic built environments in Eastern Africa (Museums, Monuments and historical buildings).</li> <li>● In groups, learners discuss and write notes on the importance of the main historic built environments in Eastern Africa.</li> <li>● Learners compose and recite poems on the ways of conserving historic</li> </ul>	<ol style="list-style-type: none"> <li>1. How important are the historic built environments in our country?</li> <li>2. Why should we conserve the historic built environments?</li> </ol>

			<p>built environments in Eastern Africa.</p> <ul style="list-style-type: none"> <li>● Learners engage with a resource person to learn about the importance of historic built environments in Eastern Africa and write notes.</li> <li>● Learners create a cultural corner in school for preservation of culture.</li> </ul>	
--	--	--	---	--

**Core Competencies to be developed:**

- Digital literacy: A learner develops interactive skills when navigating through the Internet using digital devices with assistive technology to identify the historic built environments in Eastern Africa.

Self-efficacy: A learner acquires intrinsic self-motivation as they compose and recite poems on the importance of historic built environments in Eastern Africa.

**Pertinent and contemporary Issues (PCIs):**

- Assertiveness: A learner collects artifacts and creates a cultural corner in school.
- Human rights and responsibilities: A learner visits a nearby historic built environment to learn about the past and write a report.

**Values:**

- Social justice: a learner fosters inclusivity and non-discrimination as he or she composes and recites poems on the importance of historic built environments in Eastern Africa.
- Respect: a learner understands and appreciates others as they engage with a resource person to learn about the importance of historic built environments in Eastern Africa.

**Links to other Learning areas:**

Learners apply Creative Arts skills to create and recite poems on the importance of historic built environments in Eastern Africa.

**Suggested Learning Resources:**

A resource person, artifacts, digital devices with assistive technology, maps and Tactile Maps of Historic built environments in Eastern Africa and approved appropriate print or braille Social Studies textbooks.



## Suggested Assessment Rubrics

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to identify the countries of Eastern Africa on a map.	Identifies 5 countries of Eastern Africa on a map,	Identifies 4 countries of Eastern Africa on a map,	Identifies 3 countries of Eastern Africa on a map,	Identifies 2 or less countries of Eastern Africa on a map,
Ability to describe characteristics of the main climatic regions in Eastern Africa.	Learner describes 5 characteristics of the main climatic regions in Eastern Africa.	Learner describes 4 characteristics of the main climatic regions in Eastern Africa.	Learner describes 3 characteristics of the main climatic regions in Eastern Africa.	Learner describes 2 or less characteristics of the main climatic regions in Eastern Africa with many inconsistencies.
Ability to identify the main physical features in Eastern Africa on a map.	Learner identifies 5 main physical features in Eastern Africa on a map.	Learner identifies 4-5 main physical features in Eastern Africa on a map.	Learner identifies 2-3 main physical features in Eastern Africa on a map.	Learner identifies 1 or none of the main physical features in Eastern Africa on a map.
Ability to identify the main types of vegetation in Eastern Africa.	Learner identifies 5 main types of vegetation in Eastern Africa.	Learner identifies 4 main types of vegetation in Eastern Africa.	Learner identifies 3 main types of vegetation in Eastern Africa.	Learner identifies 2 or less main types of vegetation in Eastern Africa.

Ability to develop ways of conserving historic built environments in Eastern Africa,	Learner develops 5 ways of conserving historic built environments in Eastern Africa citing examples.	Learner develops 4 ways of conserving historic built environments in Eastern Africa.	Learner develops 3 ways of conserving historic built environments in Eastern Africa with some examples.	Learner develops 2 or less ways of conserving historic built environments in Eastern Africa with fewer examples.
--	--	--	---	--

**STRAND: 2.0 PEOPLE, POPULATION AND SOCIAL ORGANISATIONS**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>2.0 People, Population and Social Organizations</b>	<b>2.1 Language groups in Eastern Africa</b> (5 Lessons)	By the end of the Sub-Strand, the learner should be able to: a) describe the classification of communities in Eastern Africa according to language groups, b) explain the reasons for migration of selected	<ul style="list-style-type: none"> <li>● In groups, learners brainstorm on the classification of communities in Eastern Africa according to language groups.</li> <li>● In groups learners are guided to discuss the reasons for migration of selected language groups into Eastern Africa, A learner uses digital device with assistive technology or relevant</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do people migrate?</li> <li>2. How are communities in Eastern Africa categorised?</li> </ol>

		<p>language groups into Eastern Africa,</p> <p>c) illustrate the movement and settlement of the selected language groups in Eastern Africa on a map (for learners with low vision)</p> <p>d) describe the movement and settlement of the selected language groups in Eastern Africa on a map (for learners with blindness).</p>	<p>appropriate print or braille resources to establish the effects of the migration and settlement of selected language groups into Eastern Africa,</p> <ul style="list-style-type: none"> <li>● In pairs, learners discuss the reasons for migration of selected language groups into Eastern Africa.</li> <li>● A learner with low vision draws the movement routes followed by a selected language groups on a map of Eastern Africa.</li> <li>● A learner with blindness is provided with tactile map of Eastern Africa showing movement routes followed by a selected language groups to explore and describes the movement routes followed by the selected language groups.</li> </ul>	
--	--	---	--	--

			<ul style="list-style-type: none"> <li>● In pairs, learners create posters, braille cards, tactile charts, charts, poems and songs with communication messages on importance of unity among language groups in Eastern Africa.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: A learner acquires skills of organizing own learning and works collaboratively with others when brainstorming on the classification of communities in Eastern Africa according to language groups.</li> <li>● Self-efficacy: A learner develops effective communication and drawing skills as they draw or describe the movement routes followed by the selected language groups on a map of Eastern Africa.</li> </ul>				
<p><b>Pertinent and contemporary issues (PICs):</b></p> <ul style="list-style-type: none"> <li>● Peace Education: A learner brainstorms on the origins of the selected language groups in Eastern Africa and shares them in class.</li> <li>● Self-awareness: Learners are able to understand themselves as they do a library research and write down the communities in Eastern Africa.</li> </ul>				
<p><b>Pertinent and contemporary issues (PICs):</b></p> <ul style="list-style-type: none"> <li>● <b>Peace Education:</b> A learner brainstorms on the origins of the selected language groups in Eastern Africa and shares them in class.</li> </ul>				

- **Self-awareness:** Learners are able to understand themselves as they do a library research and write down the communities in Eastern Africa.

**Values.**

- **Responsibility:** Learners find out from parents/guardians and elders about the myths and stories of their origin and share in class.
- **Unity:** Learners discuss in groups the effects of movement and settlement of selected language groups in Eastern Africa and do presentations in class.

**Links to other Learning areas:**

- Learners apply Creative Arts skills develop communication messages on importance of unity among language groups in Eastern Africa
- Learners use the Religious knowledge to discuss stories of origins of various language groups Africa.

**Suggested Learning Resources:**

Map of Eastern Africa, tactile map of Eastern Africa, posters, tactile charts, braille cards, charts, digital devices with assistive technology, and approved appropriate print or braille social studies grade 6 textbooks and other relevant print or braille materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 People, Population and Social Organizations</b>	<b>2.2 Population distribution in Eastern Africa.</b>  (3 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain factors influencing population distribution in Eastern Africa,</li> <li>b) locate areas of high and low population density in Eastern Africa on a map,</li> <li>c) explain effects of high population density in Eastern Africa,</li> <li>d) acknowledge population</li> </ol>	<ul style="list-style-type: none"> <li>● In groups, learners brainstorm on factors influencing population distribution in Eastern Africa and share in class.</li> <li>● Learners with low vision draw a map of Eastern Africa using digital devices with assistive technology or print resources and indicate areas of high and low population density in Eastern Africa, while learners with blindness are provided with digital devices with assistive technology and a digital map of Eastern Africa with audio feedback describing</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are some parts of Eastern Africa more populated than others?</li> <li>2. How do we locate areas of high and low population density in our country?</li> </ol>

		<p>distribution in Eastern Africa.</p>	<p>areas of high and low population density or be provided with tactile map of Eastern Africa indicating areas of high and low population density in Eastern to explore to identify and write them down.</p> <ul style="list-style-type: none"> <li>● In groups, learners discuss the effects of high population density in Eastern Africa and write a report.</li> <li>● Learners share with parents or guardians the effects of high population density in Eastern Africa.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination: A learner develops networking skills as they use internet and digital devices with assistive technology to locate areas of high and low population density in Eastern Africa.</li> </ul>				

- Digital literacy: A learner develops digital skills as they use digital devices with assistive technology to identify areas of high and low population density in Eastern Africa.

**Values:**

- Unity: Learners brainstorm on factors influencing population distribution in Eastern Africa and share in class.
- Respect: Learners take turns and appreciate one another's opinion in the discussion on the effects of high population density in Eastern Africa and write a report.

**Pertinent and contemporary issues (PICs):**

- Conflict resolution: Learners discuss the effects of high population density in Eastern Africa and write a report.
- Social cohesion: Learners compose and sing songs on population distribution in Eastern Africa.

**Links to other Learning Areas:**

- Learners use Creative Arts knowledge and skills to draw a map of Eastern Africa and locate areas of high and low population density.
- Learners realise the importance of good relationships through their religious knowledge.

**Suggested Learning Resources:**

- Map of Eastern Africa
- Tactile map of Eastern Africa
- Digital devices with assistive technology
- Approved appropriate print or braille social studies grade 6 textbooks and other relevant print or braille materials.



Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 People, Population and Social Organizations</b>	<b>2.3 Culture and Social organization</b> (4 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe age groups and age sets in African traditional society,</p> <p>b) explain the functions of a clan in traditional African society,</p> <p>c) identify aspects of African traditional culture that ought to be preserved,</p> <p>d) desire to uphold aspects of African traditional culture that ought to be preserved.</p>	<ul style="list-style-type: none"> <li>● Learners are guided to brainstorm in pairs, features of age groups and age sets and share in class.</li> <li>● In groups, learners discuss the functions of clans in traditional African society.</li> <li>● With a peer, learners create posters, braille cards, and flash cards on aspects of African traditional culture that ought to be preserved.</li> <li>● In groups or with a peer, learners sing songs on aspects of African traditional culture that ought to be preserved.</li> </ul>	<p>How would we preserve positive aspects of African traditional culture?</p>

**Core Competencies:**

- Communication and Collaboration: A learner speaks effectively as they brainstorm, in pairs, the meaning of age groups and age sets and share in class.
- Creativity and Imagination: A learner makes observations as they create posters on aspects of African traditional culture that ought to be preserved.

**Pertinent and contemporary issues**

- Social Cohesion: Learners demonstrate the importance of living together as they discuss in groups the functions of a clan in society to promote social cohesion.
- Decision making: Learners make choices as they sing songs on aspects of African traditional culture that ought to be preserved.

**Values.**

- Unity: Learners display team spirit as they sing songs on aspects of African traditional culture that ought to be preserved.
- Respect: Learners appreciate diverse opinions as they brainstorm, in pairs, the meaning of age groups and age sets and share in class.

**Links to other Learning areas:**

- Learners use Creative Arts to sing songs on aspects of African traditional culture that ought to be preserved.
- Learners sing songs on aspects of African traditional culture that ought to be preserved using Religious Studies knowledge.

**Suggested Learning Resources**

Braille cards, flash cards, posters, approved appropriate print or braille social studies grade six textbooks, braille and print flashcards.

<b>Strands</b>	<b>Sub strand</b>	<b>Suggested learning Objectives</b>	<b>● Suggested learning experiences</b>	<b>Suggested key inquiry questions</b>
<b>2.0 People, Population and Social Organizations</b>	<b>2.4 School and Community</b> (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify ways in which the school collaborates with the community, b) explain the benefits of collaboration between school and the community, c) design strategies for sustaining collaboration between school and the community,	<ul style="list-style-type: none"> <li>● In groups, learners brainstorm on ways in which the school collaborates with the community and share in class.</li> <li>● With a peer, learners discuss the benefits of collaboration between the school and the community and present in class.</li> <li>● Learners are guided to role play ways in which the school collaborates with the community.</li> </ul>	<p>1.How does the school collaborate with the community?</p> <p>2. Why is it important for a school to collaborate with the community?</p>

		<p>d) appreciate the collaboration between the school and community.</p>	<ul style="list-style-type: none"> <li>● With peers, learners showcase strategies for sustaining collaboration between school and the community.</li> <li>● In groups learners discuss strategies for sustaining collaboration between school and the community using available resources and display.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self- efficacy: A learner acquires intrinsic self-motivation as they role-play ways in which the school collaborates with the community.</li> <li>● Citizenship: A learner develops information and communication skills as they act out scenarios that depict collaboration between the school and the community.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Negotiation: A learner demonstrates ways in which the school collaborates with the community.</li> <li>● Leadership: A learner shares experiences and benefits of school collaboration with the community.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Integrity: A learner role-plays ways in which the school collaborates with the community.</li> </ul>				

- Social justice: A learner explains the benefits of collaboration between the school and the community.

**Links to other Learning areas:**

- Learners write an essay on the benefits of collaboration between the school and the community enhancing their knowledge in language skills such as English, Kiswahili and KSL.
- Learners use Creative Arts to role-play ways in which the school collaborates with the community.

**Suggested Learning Resources:**

School, local community, audio-visual clips, digital devices with assistive technology, approved appropriate print or braille social studies textbooks and other relevant print or braille resources.

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to describe the effects of the migration and settlement of selected language groups in Eastern Africa.	Learner describes 5 effects of the migration and settlement of selected language groups in Eastern Africa.	Learner describes 4 effects of the migration and settlement of selected language groups in Eastern Africa	Learner describes 3 effects of the migration and settlement of selected language groups in Eastern Africa.	Learner describes 2 or less effects of the migration and settlement of selected language groups in Eastern Africa.
Ability to explain effects of high population density in Eastern Africa.	Learner explains 7 effects of high population density in Eastern Africa.	Learner explains 4-6 effects of high population density in Eastern Africa.	Learner explains 2-3 effects of high population density in Eastern Africa.	Learner explains 1 or none of the effects of high population density in Eastern Africa.
Ability to explain the benefits of collaboration between school and the community.	Learner explains 7 benefits of collaboration between school and the community with all details.	Learner explains 5-6 benefits of collaboration between school and the community.	Learner explains 2-3 benefits of collaboration between school and the community.	Learner explains 1 or none of the benefits of collaboration between school and the community.
Ability to demonstrate ways in which the school collaborates with the community	Learner demonstrates 5 ways in which the school collaborates with the community.	Learner demonstrates 4 ways in which the school collaborates with the community	Learner demonstrates 3 ways in which the school collaborates with the community.	Learner demonstrates 2 or less ways in which the school collaborates with the community with few details

**STRAND: 3.0 RESOURCES AND ECONOMIC ACTIVITIES IN EASTERN AFRICA**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p><b>3.0 Resources and Economic Activities in Eastern Africa</b></p>	<p><b>3.1 Beef Farming</b> (4 lessons)</p>	<p>By the end of the Sub Strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) describe factors influencing beef farming in Eastern Africa,</li> <li>b) locate on a map the areas where beef farming is practiced in Eastern Africa,</li> <li>c) identify the contribution of beef farming to the economy of Eastern Africa,</li> <li>d) explain the challenges facing beef farming in Eastern Africa,</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners discuss factors influencing beef farming in Eastern Africa and share in class.</li> <li>● A learner with low vision draws a map of Eastern Africa and indicates areas where beef farming is practiced and share in class while a learner with blindness is provided with a tactile map of Eastern Africa indicating areas where</li> </ul>	<p>Why do we practice beef farming?</p>

		<p>e) acknowledge beef farming as an economic activity in Eastern Africa.</p>	<p>beef farming is practiced alongside verbal description to identify the areas.</p> <ul style="list-style-type: none"> <li>● Learners engage with an agricultural extension officer to find out the contributions of beef farming to the economy of Eastern Africa and write notes.</li> <li>● In groups, learners brainstorm on the challenges facing beef farming in Eastern Africa and share in class.</li> <li>● With peers, learners create posters or braille cards or charts or tactile charts with information on the importance of</li> </ul>	
--	--	---	---	--



			beef farming and place them in strategic places within the school.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving: A learner develops evaluation and decision-making skills as they brainstorm on the challenges facing beef farming in Eastern Africa and formulate possible solutions.</li> <li>● Communication and collaboration: A learner develops listening, speaking, writing and teamwork skills during discussions on factors influencing beef farming in Eastern Africa and shares in class.</li> <li>● Digital literacy: A learner enhances interactive skills as they use digital devices with assistive technology to search on factors influencing beef farming in Eastern Africa.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: A learner positively criticizes others' opinions in discussions on factors influencing beef farming in Eastern Africa and shares in class.</li> <li>● Respect: A learner understands and appreciates others in discussions on factors influencing beef farming in Eastern Africa and shares in class.</li> <li>● Unity: Learners understand and appreciate others as they discuss factors influencing beef farming in Eastern Africa and share in class.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Environmental Education: Learners discuss factors influencing beef farming in Eastern Africa and share in class.</li> </ul>				

Creative thinking and imagination: A learner creates posters, flash cards, braille cards and charts on the importance of beef farming.

**Link to other Learning Areas:**

- Pre-technical Studies: Learners engage with an Agricultural extension officer to find out the contributions of beef farming to the economy of Eastern Africa.

**Suggested Learning Resources:**

Maps, tactile maps of Eastern Africa, digital devices with assistive technology, recorded audio-visual documentary clips, braille cards, posters, flash cards, resource person, approved appropriate print or braille Social studies textbooks and other relevant materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Resources and Economic Activities in Eastern Africa</b>	<b>3.2 Fishing in Eastern Africa</b>  (5 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) locate marine and inland fishing grounds on a map,</li> <li>b) describe methods of marine fishing in Eastern Africa,</li> <li>c) explain challenges facing fishing in Eastern Africa,</li> <li>d) design possible solutions to challenges facing fishing in Eastern Africa,</li> <li>e) value fishing as an economic activity.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners use digital devices with assistive technology to locate marine and inland fishing grounds on the Eastern Africa map.</li> <li>● A learner with low vision locates on map the marine and inland fishing grounds in Eastern Africa, while learner with blindness is provided with a tactile map of Eastern Africa indicating marine and inland fishing grounds alongside verbal description to identify</li> </ul>	<ol style="list-style-type: none"> <li>1. How important is fishing to us?</li> <li>2. How do we locate marine and inland fishing grounds on a map?</li> </ol>

			<p>marine and inland fishing grounds.</p> <ul style="list-style-type: none"> <li>● In groups, learners discuss marine methods of fishing in Eastern Africa and present in class.</li> <li>● Learners use digital devices with assistive technology, print or braille resources to research methods of marine fishing in Eastern Africa.</li> <li>● In groups, learners brainstorm on challenges facing marine fishing in Eastern Africa,</li> <li>● Learners engage fisheries officers to discuss the possible solutions to challenges facing marine fishing in Eastern Africa.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p>				

- Communication and collaboration: A learner acquires reading, speaking and teamwork skills as they discuss challenges facing marine fishing in Eastern Africa.
- Learning to learn: A learner acquires the skill of carrying out research or investigations as they engage with a resource person to identify possible solutions to challenges facing marine fishing in Eastern Africa.

**Values:**

- Unity: Learners discuss and write down possible solutions to challenges facing marine fishing in Eastern Africa.
- Responsibility: Learners proactively solve problems as they illustrate methods of marine fishing in Eastern Africa using appropriate media.

**Pertinent and Contemporary Issues (PCIs):**

- Self- awareness: Learners discuss and write down possible solutions to challenges facing marine fishing in Eastern Africa.
- Critical thinking: Learners discuss and write down possible solutions to challenges facing marine fishing in Eastern Africa.

**Link to Other Learning Areas:**

- Learners use Pre-technical studies knowledge to discuss the marine methods of fishing in Eastern Africa.
- Learners use Mathematics knowledge to locate on a map the main fishing grounds in Eastern Africa.

**Suggested Learning Resources:**

Maps, tactile maps of Eastern Africa, digital devices with assistive technology, realia (baskets, weights, floaters, bag shaped nets), resource person, approved appropriate print or braille Social studies textbooks and other relevant materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Resources and Economic Activities in Eastern Africa</b>	<b>3.3 Wildlife and Tourism in Eastern Africa</b>  (5 lessons)	By the end of the Sub Strand the learner should be able to: a) explain factors that promote tourism in Eastern Africa, b) locate game reserves and national parks in Eastern Africa on a map, c) explain challenges facing tourism in Eastern Africa, d) state possible solutions to challenges facing	<ul style="list-style-type: none"> <li>● In groups, learners brainstorm on factors that promote tourism in Eastern Africa and share in class.</li> <li>● A learner with low draw a map of Eastern Africa indicating game reserves and national parks, while a learner with blindness is provided with tactile map of Eastern Africa indicating game reserves and national parks alongside verbal description to identify game reserves and national parks.</li> <li>● Learners engage a game ranger in a discussion on possible solutions to the challenges facing tourism in Eastern Africa. In pairs, learners create posters and</li> </ul>	1.How important is tourism to the economy of our country? 2. How do we promote tourism in our country?

		<p>tourism in Eastern Africa,</p> <p>e) value tourism as an economic activity.</p>	<p>charts, tactile charts or braille cards with information on challenges and solutions facing tourism and place them in strategic corners of the school.</p> <ul style="list-style-type: none"> <li>● In groups, learners participate in conservation of wildlife walk or run activities within the locality. A learner with blindness is guided during the walk or run for safety and security.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: A learner develops leadership skills as they engage with a resource person in a discussion on possible solutions to the challenges facing tourism in Eastern Africa.</li> <li>● Citizenship: A learner enhances information and communication skills as they brainstorm on factors that promote tourism in Eastern Africa.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: Learners show respect for one another as they discuss and formulate solutions to problems facing tourism in Eastern Africa.</li> </ul>				

- Patriotism: A learner develops charts, tactile charts, posters, braille cards on challenges and solutions facing tourism.

**Pertinent and Contemporary Issues (PCIs):**

- Assertiveness: A learner participates in conservation of wildlife walk or run.
- Decision making skills: Learners participate in conservation of wildlife walk/run.
- Safety and Security: Learners visit a nearby tourist attraction site or game reserve and write a report.

**Link to other Learning Areas:**

- Learners use Creative Arts skills to draw a map of Eastern Africa and locate game reserves and national parks.
- Learners apply Religious studies knowledge as they participate in conservation of wildlife walk/run activities within the locality.

**Suggested Learning Resources:**

A local tourist attraction, resource person, maps, tactile maps of Eastern Africa, digital devices with assistive technology, approved appropriate print or braille Social studies textbooks and other relevant materials.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Resources and Economic Activities in Eastern Africa</b>	<b>3.4 Transport in Eastern Africa</b> (4 lessons)	By the end of the Sub Strand the learner should be able to: a) identify the main transport networks in Eastern Africa on a map, b) Draw a map of Eastern Africa showing the main transport networks ( <i>for learners with low vision</i> ), c) Describe the main transport networks in Eastern Africa (for learners with blindness), d) explain the challenges facing transport networks in Eastern Africa,	<ul style="list-style-type: none"> <li>● In groups, learners use digital devices with assistive technology to locate the main transport networks in Eastern Africa. In groups learners discuss the main transport networks in Eastern Africa (<i>road, railway, air and water</i>).</li> <li>● A learner with low vision draws a map of Eastern Africa and indicates the main transport networks, a learner with blindness a tactile map of Eastern Africa indicating the main transport networks</li> </ul>	Why do we need transport networks in our country?

		<p>e) state possible solutions to challenges facing transport networks in Eastern Africa,</p> <p>f) appreciate the transport network in economic development.</p>	<p>and describes the main transport networks.</p> <ul style="list-style-type: none"> <li>● In groups, learners discuss challenges facing transport networks in Eastern Africa and share in class,</li> <li>● With a peer, learners brainstorm on the possible solutions to challenges facing transport network in Eastern Africa,</li> <li>● In groups, learners participate in clean-up activities of road reserves within their locality observing safety and security.</li> </ul>	
--	--	---	--	--

**Core Competencies to be developed:**

- Digital Literacy: A learner develops digital skills as they use digital devices with assistive technology to identify and locate transport networks in Eastern Africa.
- Creativity and Imagination: A learner enhances networking skills as they participate in clean-up activities on road reserves within their locality while observing safety and security.

**Values:**

- Unity: Learners participate in clean-up activities on road reserves within their locality.
- Responsibility: Learners establish challenges and solutions to challenges facing transport networks in Eastern Africa.

**Pertinent and Contemporary Issues (PCIs):**

- Environmental Education: Learners establish challenges facing transport networks in Eastern Africa.
- Safety and Security: Learners participate in clean-up activities on road reserves within their locality while observing safety and security.

**Link to other Learning Areas:**

- Learners use knowledge from Pre-technical studies to locate the main transport networks in Eastern Africa.

**Suggested Learning Resources:**

Local road reserve, maps, tactile maps of Eastern Africa, digital devices with assistive technology, approved appropriate print or braille Social studies textbooks and other relevant materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning ● Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Resources and Economic Activities in Eastern Africa</b>	<b>3.5 Communication in Eastern Africa</b>  (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify modes of communication in Eastern Africa, b) explain challenges facing communication networks in Eastern Africa, c) state possible solutions to challenges facing communication networks in Eastern Africa, d) demonstrate how different modes of communication are used in Eastern Africa,	<ul style="list-style-type: none"> <li>● In groups, learners brainstorm on the various modes of communication used in Eastern Africa.</li> <li>● With a peer, learners discuss challenges facing communication networks in Eastern Africa.</li> <li>● Learners use digital devices with assistive technology or appropriate print or braille resources to research on challenges facing communication networks in Eastern Africa and their possible solutions.</li> </ul>	How does communication network influence the development of our country?

		e) appreciate the role of communication networks in Eastern Africa.		
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>• Communication and collaboration: A learner develops speaking, writing and teamwork skills as they role play scenarios that depict the different modes of communication in Eastern Africa.</li> <li>• Learning to learn: A learner acquires the skill of carrying out research or investigations as they discuss the challenges and solutions to challenges facing communication networks in Eastern Africa.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Peace: Learners are open minded as they brainstorm, in pairs, and state challenges facing communication networks in Eastern Africa.</li> <li>• Respect: Learners take turns in discussing challenges facing communication networks in Eastern Africa.</li> <li>• Unity: Learners role play the different modes of communication networks in Eastern Africa.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
<ul style="list-style-type: none"> <li>• Social cohesion: Learners role play scenarios that depict the different modes of communication in Eastern Africa.</li> <li>• Safety and Security: A learner researches on challenges facing communication networks in Eastern Africa</li> </ul>				
<b>Link to other Learning Areas:</b>				
<ul style="list-style-type: none"> <li>• Learners apply Pre-technical studies knowledge as they discuss in groups solutions to challenges facing communication networks in Eastern Africa.</li> </ul>				

- Learners use English/Kiswahili/Kenya sign language as they state solutions facing communication networks in Eastern Africa.

**Suggested Learning Resources:**

- Maps, tactile maps of Eastern Africa, mobile phone, Radio, Magazine or newspaper, e-mail, digital devices with assistive technology, approved appropriate print or braille Social studies textbooks and other relevant materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Resources and Economic Activities in Eastern Africa</b>	<b>3.6 Mining in Eastern Africa</b> (5 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify minerals found in Eastern Africa, b) describe the methods of extracting minerals in Eastern Africa <i>(soda ash in Kenya, gold in Tanzania,</i>	<ul style="list-style-type: none"> <li>• A learner with low vision draws a map of Eastern Africa to show the location of minerals, while a learner with blindness explores a tactile map of Eastern Africa indicating location of minerals to identify and describe the location of minerals.</li> </ul>	1. Why is mining an important activity in our country?  2. How do we reclaim areas affected by mining in our environment?

		<p><i>limestone in Uganda</i>),</p> <p>c) explain the effects of mining on the on the environment in Eastern Africa,</p> <p>d) state the possible solutions to problems associated with mining,</p> <p>e) desire to conserve areas affected by mining activities in Eastern Africa.</p>	<ul style="list-style-type: none"> <li>● In groups, learners discuss how the minerals are extracted and share in class. (<i>Soda Ash in Kenya, Gold in Tanzania</i>),</li> <li>● With a peer, learners brainstorm on the effects of mining on the environment and do class presentations.</li> <li>● Learners write an essay on solutions to the problems associated with mining in Eastern Africa.</li> <li>● Learners watch or listen to video clips and suggest possible ways of conserving land affected by mining.</li> </ul>	
--	--	---	--	--

**Core Competencies to be developed:**

- Citizenship: A learner develops the skill of caring for others and the environment as they write an essay on the solutions to problems associated with mining.
- Creativity and Imagination: A learner acquires networking skills as they draw or manipulate a tactile map of Eastern Africa and shows or marks the location of minerals.

**Values:**

- Patriotism: A learner writes an essay on the effects of mining on the environment and possible solutions.
- Respect: A learner appreciates diverse opinions on challenges facing mining in Eastern Africa.

**Pertinent and Contemporary Issues (PCIs):**

- Self- esteem: A learner shows how the minerals are extracted and shares in class.
- Self - awareness: A learner identifies minerals in Eastern Africa.

**Link to other Learning Areas:**

- Learners use Agriculture and Nutrition knowledge to design possible conservation measures to derelict land into productive use.
- Learners use Creative Arts skills as they draw a map of Eastern Africa and show the location of minerals.

**Suggested Learning Resources:**

Maps, tactile maps of Eastern Africa, digital devices with assistive technology, approved appropriate print or braille  
Social studies textbooks and other relevant materials



## Suggested Assessment Rubrics

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to explain the challenges facing beef farming in Eastern Africa.	Learner explains 5 challenges facing beef farming in Eastern Africa.	Learner explains 3-4 challenges facing beef farming in Eastern Africa.	Learner explains 2 -3 challenges facing beef farming in Eastern Africa.	Learner explains 1 or none of the challenges facing beef farming in Eastern Africa.
Ability to describe the methods of extracting minerals in Eastern Africa.	Learner describes 5 methods of extracting minerals in Eastern Africa.	Learner describes 3-4 methods of extracting minerals in Eastern Africa.	Learner describes 2 methods of extracting minerals in Eastern Africa.	Learner describes 1 or none of the methods of extracting minerals in Eastern Africa.
Ability to describe methods of marine fishing in Eastern Africa.	Learner describes 5 methods of marine fishing in Eastern Africa.	Learner describes 3-4 methods of marine fishing in Eastern Africa.	Learner describes 2 methods of marine fishing in Eastern Africa.	Learner describes 1 or none of the methods of marine fishing in Eastern Africa.
Ability to explain factors that promote tourism in Eastern Africa.	Learner explains 7 factors that promote tourism in Eastern Africa in detail.	Learner explains 5-6 factors that promote tourism in Eastern Africa	Learner explains 3-4 factors that promote tourism in Eastern Africa with some details.	Learner explains 2 or less factors that promote tourism in Eastern Africa with fewer details.
Ability to describe the methods of extracting minerals in Eastern Africa.	Learner describes 4 methods of extracting minerals in Eastern Africa.	Learner describes 3 methods of extracting minerals in Eastern Africa.	Learner describes 2 methods of extracting minerals in Eastern Africa.	Learner describes 1 or none of the methods of extracting minerals in Eastern Africa.

Ability to state the possible solutions to challenges facing transport networks in Eastern Africa.	Learner states 5 possible solutions to challenges facing transport networks in Eastern Africa.	Learner states 3-4 possible solutions to challenges facing transport networks in Eastern Africa.	Learner states 2 possible solutions to challenges facing transport networks in Eastern Africa.	Learner states 1 or none of the possible solutions to challenges facing transport networks in Eastern Africa.
Ability to locate on a map the areas where beef farming is practised in Eastern Africa.	Learner locates on a map 5 areas where beef farming is practised in Eastern Africa.	Learner locates on a map 3-4 areas where beef farming is practised in Eastern Africa.	Learner locates on a map 2 areas where beef farming is practised in Eastern Africa.	Learner locates on a map 1 or none of the areas where beef farming is practised in Eastern Africa with limitation.
Ability to design possible solutions to challenges facing fishing in Eastern Africa	Learner designs 4 possible solutions to challenges facing fishing in Eastern Africa.	Learner designs 3 possible solutions to challenges facing fishing in Eastern Africa	Learner designs 2 possible solutions to challenges facing fishing in Eastern Africa.	Learner designs 1 or none of the possible solutions to challenges facing fishing in Eastern Africa.

**STRAND: 4.0 POLITICAL SYSTEMS**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p><b>4.0 Political Systems</b></p>	<p><b>4.1 Traditional forms of Government</b> (5 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe traditional forms of government of the Buganda and Nyamwezi in Eastern Africa,</p> <p>b) compare traditional forms of government between the Buganda and Nyamwezi,</p> <p>c) value aspects of good governance in traditional societies.</p>	<ul style="list-style-type: none"> <li>● In groups, learners brainstorm on the traditional forms of government among The Buganda and The Nyamwezi of Eastern Africa,</li> <li>● A learner with low vision draws a chart while a learner with blindness makes a tactile chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa and displays them in class.</li> </ul>	<p>How were communities governed in the past?</p>

			<ul style="list-style-type: none"> <li>● In groups, learners discuss and present the similarities and differences in the traditional forms of government between The Buganda and The Nyamwezi.</li> <li>● With a peer, learners role-play scenarios depicting aspects of good governance in society.</li> </ul>	
--	--	--	---	--

**Core Competencies to be developed:**

- **Self-Efficacy:** A learner develops self-awareness and planning skills as they draw or make a tactile chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa and display it in class.

**Creativity and Imagination:** A learner acquires networking skills as they undertake tasks that encourage artistic expressions as they role-play scenarios depicting aspects of good governance in society.

**Values:**

- Unity: Learners brainstorm on the traditional forms of government in Eastern Africa (*Buganda and The Nyamwezi*).
- Responsibility: A learner finds out the similarities and differences between selected traditional forms of government.

**Pertinent and Contemporary Issues (PCIs):**

- Social Cohesion: Learners brainstorm on the traditional forms of government in Eastern Africa (*Buganda and The Nyamwezi*).
- Safety and Security: A learner interacts with digital devices with assistive technology to find out the similarities and differences between selected traditional forms of government without visiting prohibited sites.

**Link to other Learning Areas:**

- Learners use Creative Arts skills to draw a chart showing the governance structure among The Buganda and The Nyamwezi in Eastern Africa.
- Learners apply English/Kiswahili/KSL knowledge to role-play scenarios depicting aspects of good governance in society.

**Suggested Learning Resources:**

Photographs, pictures and paintings, audio-visual clips, Local museums, monuments, cultural centre, Charts, tactile charts, resource person, approved appropriate print or braille Social Studies textbooks and other relevant materials.

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>4.0 Political Systems</b>	<b>4.2 Regional co-operations in Eastern Africa</b>  (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) explain the objectives of East African Community, b) describe the benefits of East African Community to member states, c) identify the challenges facing the East African Community, d) formulate the possible solutions to challenges facing the East	<ul style="list-style-type: none"> <li>● In groups learners brainstorm on the objectives of the East African Community and share in class.</li> <li>● Learner uses digital devices with assistive technology or appropriate print or braille resources to find out challenges facing the East African Community.</li> <li>● Learners engage a resource person to explore on solutions to challenges facing the East African Community,</li> <li>● Learner with low vision draws and colors a map of Eastern Africa showing member states while a learner with blindness manipulates a tactile map of</li> </ul>	<ol style="list-style-type: none"> <li>1.How do East African countries cooperate?</li> <li>2. How do member states benefit from the East African Community?</li> </ol>

		<p>African Community,</p> <p>e) value the unity of Eastern African countries.</p>	<p>East Africa to identify East African Community member states.</p> <ul style="list-style-type: none"> <li>● In groups learners sing the East African Community anthem and reflect on the message.</li> </ul>	
--	--	---	--	--

**Core Competencies to be developed:**

- Self-Efficacy: A learner enhances effective communication and leadership skills as they find out challenges facing the East African Community.
- Learning to learn: A learner develops the skill of reflection on own work as they draw or manipulate tactile maps to identify countries that form the East African Community bloc and place them in strategic places within the school.

**Values:**

- Unity: Learners collaborate with others as they discuss the benefits of East African Community to member states and report in class.
- Peace: Learners discuss the benefits of East African Community to member states and report in class.
- Integrity: Learners discuss the benefits of East African Community to member states and report in class.

**Pertinent and Contemporary Issues (PCIs):**

- Safety and Security: A learner uses digital devices with assistive technology to make presentations in class on the research findings.
- Social Cohesion: Learners brainstorm on the member states of the East African Community and do a class presentation.

**Link to other Learning Areas:**

- Learners use Creative Arts skills as they sing the East Africa Community anthem.
- Learners apply English/Kiswahili/KSL skills to sing the East Africa Community anthem

**Suggested Learning Resources:**

Charts, tactile charts, braille cards, digital devices with assistive technology, resource person, approved appropriate print or braille Social Studies textbook and other relevant resources.



Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>4.0 Political Systems</b>	<b>4.3 Citizenship</b> (4 lessons)	By the end of the Sub Strand, the learner should be able to: a) describe the rights and responsibilities of a Kenyan citizen, b) state the qualities of a good citizen of Kenya, c) demonstrate the values of a good citizen of Kenya, d) appreciate patriotism as a Kenyan citizen.	<ul style="list-style-type: none"> <li>● In groups, learners discuss the rights and responsibilities of a Kenyan citizen and present in class.</li> <li>● With a peer, learners brainstorm on the qualities of a good citizen of Kenya.</li> <li>● Learners use digital devices with assistive technology to watch or listen to clips on scenarios that demonstrate values of a good citizen of Kenya.</li> <li>● Learners compose songs and poems on values of a good Kenyan citizen.</li> </ul>	<p>1. How do we demonstrate good citizenship in our country?</p> <p>2. Why is it important to know our rights and responsibilities as citizens?</p>

		c) appreciate patriotism as a Kenyan citizen.	<ul style="list-style-type: none"> <li>● With a peer, learners create posters, charts, tactile charts or braille cards on values of a good citizen and pin them in strategic places in school.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: A learner acquires listening, reading, writing, speaking and teamwork skills as they brainstorm on the qualities of a good citizen of Kenya.</li> <li>● Creativity and imagination: A learner enhance the skill of making connections as they develop posters, charts, tactile charts or braille cards on values of a good citizen and places them in strategic places in school.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Patriotism: A learner composes songs and poems on values of a good Kenyan citizen.</li> <li>● Responsibility: A learner respects diverse opinions as they debate on the rights and responsibilities of a Kenyan citizen.</li> <li>● Respect: Learners respect diverse opinions as they debate on the rights and responsibilities of a Kenyan citizen.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Self-awareness: Learners brainstorm on the rights and responsibilities of a Kenyan citizen and present.</li> </ul>				

- Critical thinking: Learners compose songs and poems on values of a good Kenyan citizen.

**Link to other Learning Areas:**

- Communication and collaboration: Learners speak clearly and effectively as they create songs and poems on values of a good Kenyan citizen.
- Creativity and imagination: Learners create posters on values of a good citizen and post them in strategic places in school.

**Suggested Learning Resources:**

- Audio-visual clips, Posters, tactile charts, braille cards,
- Digital devices with assistive technology,
- Approved appropriate print or braille Social Studies textbook and other relevant materials.

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>4.0 Political Systems</b>	<b>4.4 Human rights</b> (4 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) explain classification of human rights as applied in society,</li> <li>b) describe ways in which human rights are upheld in society,</li> <li>c) demonstrate ways in which human rights are upheld in the society,</li> <li>d) value respect for Human rights in Kenya.</li> </ul>	<ul style="list-style-type: none"> <li>● With peers, learners brainstorm on categories of human rights and share in class. (<i>political, social and economic categories</i>),</li> <li>● Learner with low vision creates a chart while a learner with blindness creates a tactile chart to illustrate categories of human rights and display them in class.</li> <li>● Learners use digital devices with assistive technology or appropriate print or braille resources or other relevant materials to find out ways in which human rights are upheld in the society.</li> </ul>	<ol style="list-style-type: none"> <li>1. How does respect for human rights promote unity in society?</li> <li>2. How are human rights upheld in society?</li> </ol>

			<ul style="list-style-type: none"> <li>● Learners engage with a human right officer in a discussion on ways of promoting respect for human rights in the society.</li> <li>● In groups, learners role play scenarios that depict respect for human rights in the society.</li> </ul>	
--	--	--	--	--

**Core Competencies to be developed:**

- Learning to learn: A learner acquires the skill of sharing learnt knowledge as they engage a resource person in a discussion on ways of promoting respect for human rights in the society.
- Digital literacy: A learner develops interactive skills as they use digital devices with assistive technology to find out ways in which human rights are upheld in the society.

**Values:**

- Unity: Learners create charts or tactile charts in groups to illustrate categories of human rights and make a presentation.
- Social justice: Learners engage with a resource person in a discussion on ways in which human rights are violated in society.

**Pertinent and Contemporary Issues (PCIs):**

- Assertiveness: Learners engage with a resource person in a discussion on ways in which human rights are violated in society
- Self-awareness: A learner thinks and shares on human rights and responsibilities.

**Link to other Learning Areas:**

- Learners use the knowledge of Religious Studies to discern values such as ways of promoting respect for human rights in the society as they engage with a Human rights officer.
- Learners use English/Kiswahili/KSL skills to role play scenarios that depict respect for human rights in the society.

**Suggested Learning Resources:**

Resource person, digital devices with assistive technology, charts, tactile charts, braille cards, approved appropriate print or braille Social Studies Grade six textbook or other relevant materials.

### Suggested Assessment Rubrics

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe the benefits of the East African Community to member states.	Describes 5 benefits of the East African Community to member states.	Describes 3-4 benefits of the East African Community to member states.	Describes 2 benefits of the East African Community to member states.	Describes 1 or none of the benefits of East African Community to member states.
Ability to describe the rights and responsibilities of a Kenyan citizen.	Describes 7 rights and responsibilities of a Kenyan citizen.	Describes 4-6 rights and responsibilities of a Kenyan citizen.	Describes 2-3 rights and responsibilities of a Kenyan citizen.	Describes 1 or none of the rights and responsibilities of a Kenyan citizen.
Ability to demonstrate ways in which human rights are upheld in the society.	Demonstrates 4 ways in which human rights are upheld in the society.	Demonstrates 3 ways in which human rights are upheld in the society.	Demonstrates 2 ways in which human rights are upheld in the society.	Demonstrates 1 or none of the ways in which human rights are upheld in the society.

## 5.0 GOVERNANCE

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>5.0 Governance</b>	<b>5.1 Peace and Conflict Resolution</b> (4lessons)	By the end of the Sub Strand, the learner should be able to: a) explain the causes of conflicts in society, b) describe peaceful methods of resolving conflicts in society, c) illustrate ways of promoting peace in society, value peaceful ways of resolving conflicts in the society.	<ul style="list-style-type: none"> <li>● In groups, learners brainstorm on possible causes of conflicts in the society and present in class. In pairs, learners discuss peaceful methods of resolving conflicts in society and share with peers in class.</li> <li>● In groups, learners role-play peaceful methods of resolving conflicts in society.</li> <li>● With a peer, learners create posters or braille cards on peaceful ways of resolving conflicts in the society.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we embrace peace in society?</li> <li>2. How do we live peacefully with others in the society?</li> </ol>



			<ul style="list-style-type: none"><li>● In groups learners brainstorm on categories of human rights and share in class (political, social and economic categories).</li><li>● In groups, learners use digital/print resources to find out ways in which human rights are upheld in the society. role play scenarios that depict respect for human rights in the society.</li><li>● With a peer learners use a chart to illustrate categories of human rights and display in class,</li><li>● Learners write a journal on any past activities that depict peaceful ways of resolving conflicts.</li></ul>	
--	--	--	--	--

**Core Competencies to be developed:**

- Self-efficacy: Learners examine community needs as they create songs and poems on peace.
- Creativity and imagination: Learners role-play peaceful methods of resolving conflicts in school.

**Values:**

- Unity: Learners collaborate with others as they design a poster on ways of promoting peace and display in class.
- Responsibility: Learners proactively solve problems as they write essays on ways of promoting peace.

**Pertinent and Contemporary Issues (PCIs):**

- Self- esteem: Learners role-play peaceful methods of resolving conflicts in school.
- Peace education: Learners discuss peaceful methods of resolving conflicts in society.

**Link to other Learning Areas:**

- Learners apply Religious studies knowledge as they discuss peaceful methods of resolving conflicts in society.
- Learners use Creative Arts skills to role-play peaceful methods of resolving conflicts in society.

**Suggested Learning Resources:**

Approved appropriate print or braille Social Studies textbooks and other printed or braille resources, resource persons, newspaper cuttings, charts, braille cards, tactile charts, magazines/journals, library and display boards.

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>5.0 Governance</b>	<b>5.2 Government Revenue and Expenditure</b>  (4 lessons)	By the end of the Sub Strand the learner should be able to: a) identify sources of revenue for National Government in Kenya, b) explain ways in which the National and County Governments in Kenya spend their revenue, acknowledge the importance of paying taxes.	<ul style="list-style-type: none"> <li>● Learners engage Revenue officer to discuss on sources of revenue for National Government in Kenya.</li> <li>● With a peer, learners brainstorm ways in which the National and County governments spend their revenue and present in class.</li> <li>● In groups, learners brainstorm on ways in which the National and County governments spend their revenue.</li> <li>● Learners use digital devices with assistive technology or appropriate print or braille resources to explore budget allocation for the national and county Governments and present their findings in class.</li> </ul>	1. Why should we pay taxes to the government? 2. How does the Kenyan Government collect revenue?

			<ul style="list-style-type: none"> <li>Learners compose songs and poems or make charts, tactile charts that address the importance of paying tax to the government.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Learning to learn: A learner acquires the skill of carrying out research or investigations as they engage with a resource person in a discussion to find out sources of revenue for National Government in Kenya.</li> <li>Citizenship: A learner develops a sense of initiative and entrepreneurship skills as they engage in discussions on ways in which the National and County governments spend their revenue.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Unity: A learner displays team spirit as they collaborate with others in discussions on the meaning of revenue and share with peers.</li> <li>Integrity: A learner is committed to duty as they compose and recites poems on the importance of paying tax to the government.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>Financial literacy: Learners engage with a resource person on the importance of paying tax to the government of Kenya.</li> <li>Self-awareness: Learners discuss sources of government revenue in Kenya.</li> </ul>				
<p><b>Link to other Learning Areas:</b></p>				

- Learners apply Mathematics as they use digital/print resources to explore budget allocation for the national and county Governments.
- Learners use the knowledge in Agriculture and Nutrition to engage a resource person to find out sources of revenue for the National Government in Kenya.

**Suggested Learning Resources:**

- Approved appropriate print or braille Social Studies textbooks and other printed or braille resources, resource person, newspaper cuttings, charts, braille cards, tactile charts, Magazines/journals, Library, display boards.

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Suggested key inquiry questions
<b>5.0 Governance</b>	<b>5.3 The Preamble of the Constitution of Kenya.</b> (3 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify key words in the preamble of the Constitution of Kenya, b) explain the meaning of key words of the preamble of the Constitution of Kenya, c) uphold the Constitution of Kenya.	<ul style="list-style-type: none"> <li>• In groups, learners brainstorm on the key words in the preamble of the Constitution of Kenya. use digital resources with assistive technology, print or braille media to search for the meaning of the key words in the preamble of the Constitution of Kenya,</li> <li>• With a peer, learners discuss the meaning of the key words of the preamble of the Constitution of Kenya and present in class.</li> <li>• Learners engage with a court clerk to interpret the preamble of the Constitution of Kenya.</li> <li>• Learners compose and sing a song on the preamble of the Constitution of Kenya.</li> <li>• Learner creates posters, charts, tactile charts on key words of</li> </ul>	How does the Kenyan Constitution enhance unity in the country?

			the preamble of the Constitution of Kenya and display.	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-Efficacy: A learner acquires effective communication skills as they create posters on key words of the preamble of the Constitution of Kenya and display.</li> <li>• Citizenship: A learner develops national and cultural identity skills as they discuss and list down the key words of the preamble of the Constitution of Kenya and do presentations.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Patriotism: Learners show readiness to defend their country by creating posters on key words of the preamble of the Constitution of Kenya and display.</li> <li>• Peace: Learners display calmness as they brainstorm on the meaning of a constitution and share.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Self -awareness: Learners engage with a resource person to interpret the preamble of the Constitution of Kenya.</li> <li>• Social cohesion: Learners compose songs to sing on the preamble of the Constitution of Kenya.</li> </ul>				
<p><b>Suggested Learning Resources:</b></p>				

Approved appropriate print or braille Social Studies textbooks and other printed or braille resources, resource person, newspaper cuttings, charts, braille cards, tactile charts, magazines/journals, library, display boards.

### Suggested Assessment Rubrics

<b>Level Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe the rights and responsibilities of a Kenyan citizen.	Describes 8 rights and responsibilities of a Kenyan citizen.	Describes 5-7 rights and responsibilities of a Kenyan citizen.	Describes 2-4 rights and responsibilities of a Kenyan citizen.	Describes 1 or none of the rights and responsibilities of a Kenyan citizen.
Ability to explain the causes of conflicts in society.	Explains 5 causes of conflicts in society with examples and much variety.	Explains 3-4 causes of conflicts in society.	Explains 2 causes of conflicts in society with minimal variety.	Explains 1 or none of the causes of conflicts in society with no variety.
Ability to describe ways in which human rights are	Describes 4 ways in which human rights are upheld	Describes 3 ways in which human rights are upheld	Describes 2 ways in which human rights are upheld	Describes 1 or none of the ways in which human rights are



upheld in society.	in society with much details.	in society.	in society.	upheld in society.
Ability to explain the meaning of key words of the preamble of the Constitution of Kenya.	Explains the meaning of 5 key words in the preamble of the Constitution of Kenya with examples and no errors.	Explains the meaning of 3-4 key words in the preamble of the Constitution of Kenya.	explains the meaning of 2 key words in the preamble of the Constitution of Kenya with minor errors.	Explains the meaning of 1 or none of the key words in the preamble of the Constitution of Kenya with major errors.
Ability to identify sources of revenue for National Government of Kenya.	Identifies 5 sources of revenue for the National Government of Kenya.	Identifies 3-4 sources of revenue for the National Government of Kenya.	Identifies 2 sources of revenue for the National Government of Kenya.	Identifies 1 or none of the sources of revenue for the National Government of Kenya.

The following table shows suggested assessment methods, learning resources and non-formal activities to support learning.

Strand	Sub-Strands	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
<b>1.0 Natural and Build Environments in Eastern Africa</b>	<b>1.1 Position and Size of Countries in Eastern Africa</b>	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist f) Questionnaire	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Real objects</li> <li>● Maps</li> <li>● Photographs, pictures and paintings</li> <li>● Flash cards and posters</li> <li>● Internet sources</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Charts</li> <li>● Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Drawing, colouring and displaying the map of Eastern Africa in class.</li> <li>2. Playing games in groups on position and sizes of countries in Eastern Africa.</li> <li>3. Drawing latitudes and longitudes on a sketch map of Eastern Africa.</li> <li>4. Practising locating places on a map using latitudes and</li> </ol>

				longitudes using appropriate media.
	<b>1.2 Main physical features in Eastern Africa</b>	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work g) Checklist h) Questionnaire e) Journaling	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Real objects</li> <li>● Maps</li> <li>● Photographs, pictures and paintings</li> <li>● Flash cards and posters</li> <li>● Internet sources</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Drawing a map of Eastern Africa and locating the main physical features and display in class.</li> <li>2. Exploring and identifying the physical features within the locality.</li> </ol>
	<b>1.3 Climatic regions in Eastern Africa</b>	a) Oral Questions b) Teacher-made tests c) Observation d) Project Work	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Real objects</li> <li>● Maps</li> </ul>	<ol style="list-style-type: none"> <li>1. Model a map of Eastern Africa showing the main climatic regions.</li> <li>2. Use appropriate</li> </ol>

		e) Anecdotal records	<ul style="list-style-type: none"> <li>● Photographs, pictures and paintings Flash cards and posters</li> <li>● Internet sources</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Globes</li> <li>● Display boards</li> </ul>	media to find out how climate influence human activities and share in class.
	<b>1.4 Vegetation in Eastern Africa</b>	a) Oral Questions b) Teacher-made tests c) Observation Project Work	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Real objects</li> <li>● Maps</li> <li>● Photographs, pictures and paintings</li> <li>● Flash cards and posters</li> <li>● Internet sources</li> <li>● Vetted digital resources, educational</li> </ul>	<ol style="list-style-type: none"> <li>1. Draw and display in class a map indicating the main types of vegetation in Eastern Africa.</li> <li>2. Illustrate mountain vegetation using a diagram.</li> <li>3. Plan and write down in groups how they will</li> </ol>

			<ul style="list-style-type: none"> <li>● computer games Approved textbooks and other printed resources</li> <li>● Display boards</li> <li>Charts</li> </ul>	<p>conserve vegetation within the school compound.</p> <p>Plant and care for vegetation at school.</p>
	<p><b>1.2 The Built Environments</b></p>	<p>a) Oral Questions</p> <p>b) Teacher-made tests</p> <p>c) Observation</p> <p>Project Work</p>	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Maps</li> <li>● Photographs, pictures and paintings</li> <li>● Flash cards and posters</li> <li>● TV/video/films/slides/ Internet sources</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Worksheets, Activity sheets</li> <li>● Resource persons Artefacts</li> </ul>	<ol style="list-style-type: none"> <li>1. Visit a nearby historic built environment to learn about the past and write a report.</li> <li>2. Create and recite poems on the importance of historic built environments in Eastern Africa. Engage with a resource person to learn about the importance of historic built</li> </ol>

			<ul style="list-style-type: none"> <li>● Museum, Monuments, Cultural and historical sites</li> <li>● Newspaper cuttings</li> <li>● Magazines/journals</li> <li>● Libraries</li> <li>Display boards</li> </ul>	<p>environments in Eastern Africa.</p> <p>4. Collect artefacts and create a cultural corner in school.</p>
--	--	--	---	--

<p><b>2.0 People, Population and Social Organizations</b></p>	<p><b>Language groups in Eastern Africa</b></p>	<p>a) Oral Questions b) Teacher-made tests c) Observation</p>	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Maps</li> <li>● Photographs, pictures and paintings</li> <li>● TV/video/films/slides/ Internet sources</li> <li>● Live radio broadcasts</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Worksheets, Activity sheets</li> <li>● Resource persons</li> <li>● Newspaper cuttings</li> <li>● Libraries</li> <li>● Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Debate on the stories and myths of origin, movement and settlement of different language groups.</li> <li>2. Do library research and write down the communities in Eastern Africa according to selected language groups.</li> <li>3. Use digital devices to establish reasons for migration of selected language groups into Eastern Africa.</li> <li>4. Develop communication messages on</li> </ol>
---	---	---	---	---

				<p>importance of unity among language groups.</p> <p>5. Draw movement routes of the main language groups in Eastern Africa.</p>
--	--	--	--	---



	<p><b>Population distribution in Eastern Africa</b></p>	<p>a) Oral Questions b) Teacher-made tests c) Observation</p>	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Photographs, pictures and paintings</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Resource persons</li> <li>● Newspaper cuttings</li> <li>● Libraries Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Draw a map of Eastern Africa in pairs, and locate areas of high and low population density.</li> <li>2. Create a poem on population distribution in Eastern Africa.</li> <li>3. Share with parents /guardians the effects of high population density in Eastern Africa.</li> </ol>
	<p><b>Culture and social organization</b></p>	<p>a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Profiling</p>	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Photographs, pictures and paintings</li> <li>● Flash cards and posters</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop posters on aspects of African traditional culture that ought to be preserved.</li> <li>2. Sing songs on aspects of African traditional</li> </ol>

		<p>f) Journaling</p> <p>h) Anecdotal Records Checklist</p> <p>g) Portfolio</p>	<ul style="list-style-type: none"> <li>● TV/video/films/slides/ Internet sources</li> <li>● Live radio broadcasts</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other</li> <li>● printed resources</li> <li>● Resource persons</li> <li>● Artefacts</li> <li>● Museum, Monuments, Cultural and historical sites</li> <li>● Newspaper cuttings</li> <li>● Magazines/journals</li> <li>● Libraries</li> </ul>	<p>culture that ought to be preserved.</p> <p>3. Share with parents/guardians on aspects of African traditional culture that ought to be preserved.</p>
--	--	--	---	---

	<p><b>School community</b></p>	<p>a) Oral Questions  b) Teacher-made tests  c) Observation  d) Project Work  e) Profiling  f) Journaling  g) Checklist  h) Portfolio</p>	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Photographs, pictures and paintings</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Printed resources</li> <li>● Resource persons</li> <li>● Newspaper cuttings</li> <li>● Magazines/journals</li> <li>Libraries</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing songs on the benefits of collaboration between school and the community.</li> <li>2. Suggest and carry out a project in collaboration with the community to support community service learning.</li> <li>3. Role-play ways in which school collaborates with the community.</li> </ol>
--	--------------------------------	---	---	---

<p><b>3.0 Resources and Economic Activities in Eastern Africa</b></p>	<p><b>3.2 Agriculture</b></p>	<p>a) Oral Questions  b) Teacher-made tests  c) Observation  d) Project Work  e) Checklist  f) Portfolio.</p>	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Maps</li> <li>● Photographs, pictures and paintings</li> <li>● Live radio broadcasts</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Worksheets, Activity sheets</li> <li>● Resource persons</li> <li>● Newspaper cuttings</li> <li>● Magazines/journals Libraries</li> <li>● Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Draw a map of Eastern Africa and locate areas where beef farming is practiced.</li> <li>2. Create communication messages on importance of large scale farming.</li> <li>3. Create posters on importance of beef farming.</li> <li>4. Identify, plan and undertake an economic activity of their choice within the school.</li> <li>5. Find information on beef farming using digital devices.</li> </ol>
---	-------------------------------	---	---	--

	<p><b>3.3 Fishing in Eastern Africa</b></p>	<p>a) Oral Questions  b) Teacher-made tests  c) Project Work</p>	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Maps</li> <li>● Photographs, pictures</li> <li>● Flash cards and posters</li> <li>● Internet sources</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Libraries</li> </ul>	<ol style="list-style-type: none"> <li>1. Create fish and fishing grounds conservation messages and display them in class.</li> <li>2. Locate on a map the main fishing grounds in Eastern Africa using digital devices.</li> <li>3. Illustrate methods of marine fishing in Eastern Africa using appropriate media.</li> <li>4. Create communication messages on fishing and display in class.</li> </ol>
--	---	--	---	--

				5. Engage a resource person to learn more about fishing as an enterprise.
	<b>3.4 Wildlife and Tourism in Eastern Africa</b>	a) Oral Questions b) Teacher-made tests c) Checklist d) Portfolio.	<ul style="list-style-type: none"> <li>● Maps</li> <li>● Photographs and pictures</li> <li>● Flash cards and posters</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Resource persons</li> <li>● Newspaper cuttings</li> <li>● Libraries</li> <li>● Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop charts on challenges and solutions associated with tourism.</li> <li>2. Write essays on ways of promoting tourism in Eastern Africa.</li> <li>3. Visit a nearby tourist attraction site and write a report.</li> </ol>

	<p><b>3.5 Transport in Eastern Africa</b></p>	<p>a) Oral Questions</p> <p>b) Teacher-made Tests</p> <p>c) Observation</p>	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Maps Flash cards and posters</li> <li>● TV/video/films/slides/ Internet sources</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Newspaper cuttings</li> <li>● Libraries</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop posters on benefits of improved transport network and display them in school.</li> <li>2. Draw a map of Eastern Africa and indicate the main transport networks.</li> </ol>
--	---	---	--	---

	<p><b>3.6 Communication in Eastern Africa</b></p>	<p>a) Oral Questions b) Teacher-made tests c) Observation d) Project Work e) Checklist d) Portfolio</p>	<ul style="list-style-type: none"> <li>● Real objects</li> <li>● Maps</li> <li>● Flash cards and posters</li> <li>● TV/video/films/slides/ Internet sources</li> <li>● Live radio broadcasts</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Worksheets, Activity sheets</li> <li>● Resource persons</li> <li>● Newspaper cuttings</li> </ul>	<ol style="list-style-type: none"> <li>1. Find out challenges facing communication networks in Eastern Africa using digital resources/appropriate media and write a report.</li> <li>2. Create posters on means of communication used in Eastern Africa.</li> </ol>
--	---	---	--	---



	<p><b>3.7 Mining in Eastern Africa</b></p>	<p>a) Oral Questions  b) Teacher-made tests  c) Observation</p>	<ul style="list-style-type: none"> <li>● Maps</li> <li>● Photographs and pictures</li> <li>● Realia</li> <li>● Flash cards and posters</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Resource persons</li> </ul>	<ol style="list-style-type: none"> <li>1. Illustrate using diagrams, photos and pictures, how selected minerals are mined in Eastern Africa.</li> <li>2. Write an essay on the effects of mining on the environment.</li> </ol>
--	--	---	---	---

<p><b>4.0 Political Systems and Governance</b></p>	<p><b>4.1 Traditional forms of Government in Eastern Africa</b></p>	<p>a) Oral Questions  b) Teacher-made tests  Observation  c) Project Work  d) Checklist  e) Portfolio</p>	<ul style="list-style-type: none"> <li>• Live radio broadcasts</li> <li>• Vetted digital resources, educational computer games</li> <li>• Approved textbooks and other printed resources</li> <li>• Resource persons</li> <li>• Libraries, Museums, monuments and cultural centres</li> </ul>	<ol style="list-style-type: none"> <li>1. Find out from your parent/guardian or elders how communities were ruled in the past.</li> <li>2. Illustrate the governance structure among the selected traditional forms of government using a chart and display.</li> <li>3. Role-play a parliamentary session among the Buganda (the Lukiiko).</li> </ol>
--	---	---	---	--

	<p><b>4.2 Regional co-operations in Eastern Africa</b></p>	<p>a) Oral Questions  b) Teacher-made tests  c) Observation  d) Project Work  e) Journaling</p>	<ul style="list-style-type: none"> <li>● Maps</li> <li>● Flash cards and posters</li> <li>● TV/video/films/slides/Internet sources</li> <li>● Live radio broadcasts</li> <li>● Vetted digital resources, educational computer games  Approved textbooks and other printed resources</li> <li>● Worksheets, Activity sheets</li> <li>● Resource persons</li> <li>● Newspaper cuttings</li> <li>● Magazines/journals</li> <li>● Libraries</li> </ul>	<ol style="list-style-type: none"> <li>1. Model a map showing member states of East African Community.</li> <li>2. Create communication messages on the benefits of East African Community to member states and post them in strategic points in school.</li> <li>3. Sing the East African Community anthem.</li> </ol>
--	--	---	--	---

	<p><b>4.3 Citizenship</b></p>	<p>a) Oral Questions  b) Teacher-made tests  c) Observation  d) Project Work  e) Portfolio</p>	<ul style="list-style-type: none"> <li>● Photographs, pictures and paintings</li> <li>● Flash cards and posters</li> <li>● TV/video/films/slides/ Internet sources</li> <li>● Live radio broadcasts</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Resource persons</li> <li>● Newspaper cuttings Magazines/journals</li> <li>● Libraries</li> <li>● Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Suggesting and sharing with community leaders messages on sustainable peace in the community.</li> <li>2. Develop posters on values of a good citizen and post them in strategic positions in school.</li> <li>3. Find out from parents/guardians or elders on ways of promoting patriotism as Kenyan citizens.</li> </ol>
--	-------------------------------	--	--	--

	<p><b>4.4 Governance in Kenya</b></p>	<p>a) Oral Questions  b) Teacher-made tests  c) Observation  d) Project Work</p>	<ul style="list-style-type: none"> <li>● Local and extended environment</li> <li>● Photographs, pictures and paintings</li> <li>● Flash cards and posters</li> <li>● TV/video/films/slides/ Internet sources</li> <li>● Live radio broadcasts</li> <li>● Vetted digital resources, educational computer games</li> <li>● Approved textbooks and other printed resources</li> <li>● Resource persons</li> <li>● Newspaper cuttings</li> <li>● Magazines/journals</li> <li>● Libraries</li> <li>● Display boards</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop a poster on voting steps in Kenya and display in school.</li> <li>2. Create awareness in the community on the importance of paying taxes to the government.</li> <li>3. Engage a resource person on ways in which human rights are violated in society.</li> <li>4. Create songs on peace.</li> <li>5. Design posters on ways of promoting peace in Eastern Africa.</li> </ol>
--	---------------------------------------	--	---	--

<p><b>5.0 Governance</b></p>	<p><b>5.1 Peace and Conflict Resolution</b></p>	<p>a) Oral Questions  b) Teacher-made tests  c) Observation  d) Checklist</p>	<ul style="list-style-type: none"> <li>• Approved appropriate print or braille Social Studies textbooks and other printed or braille resources</li> <li>• Resource persons</li> <li>• Newspaper cuttings, charts, braille cards, tactile charts, Magazines/journals, Library</li> <li>• Display boards.</li> </ul>	<ol style="list-style-type: none"> <li>1. Role-play peaceful methods of resolving conflicts in society.</li> <li>2. Create posters or braille cards on peaceful ways of resolving conflicts in the society.</li> <li>3. Write a journals on any past activities that depict peaceful ways of resolving conflicts.</li> </ol>
------------------------------	---	---	--	--

	<p><b>5.2 Government Revenue and Expenditure</b></p>	<p>a) Oral Questions  b) Teacher-made tests  c) Observation  d) Project Work</p>	<ul style="list-style-type: none"> <li>• Approved appropriate print or braille Social Studies textbooks and other printed or braille resources</li> <li>• Resource person</li> <li>• Newspaper cuttings, charts, braille cards, tactile charts, Magazines/journals, Library Display boards.</li> </ul>	<ol style="list-style-type: none"> <li>1. Engage Revenue officer to discuss on sources of revenue for National Government in Kenya.</li> <li>2. Compose songs and poems or make charts, tactile charts, braille cards or postures that address the importance of paying tax to the government.</li> </ol>
--	--	--	--	---

	<p><b>5.3 The preamble of the constitution of Kenya</b></p>	<p>a) Oral Questions  b) Teacher-made tests  c) Observation  d) Checklist</p>	<ul style="list-style-type: none"> <li>● Approved appropriate print or braille Social Studies textbooks and other printed or braille resources</li> <li>● Resource person</li> <li>● Newspaper cuttings, charts, braille cards, tactile charts, Magazines/journals, Library, Display boards.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use digital resources with assistive technology or print or braille media to search for the meaning of the key words in the preamble of the Constitution of Kenya,</li> <li>2. Engage with a court clerk to interpret the preamble of the Constitution of Kenya.</li> <li>3. Compose and sing a song on the preamble of the Constitution of Kenya.</li> <li>4. Creates posters, <i>braille cards, charts, tactile charts</i> on key words of the preamble of the Constitution of Kenya and display.</li> </ol>
--	---	---	---	--